Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

An Overview of the Big Shifts in the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

<div align="right">February 14, 2012</div>

Appropriate Text Complexity	Students have extensive opportunities to engage with complex texts. Teachers consider qualitative and quantitative measures as well as reader and task when selecting texts.
Increased Reading of Informational Texts	Throughout the school day, students at K-5 read a balance of 50% literature and 50% informational texts. By grade 12, at least 70% of texts read throughout the day should be informational texts. ELA classrooms at grades 6-12 will focus on literary nonfiction. At the secondary level, texts shift from narrative structures to those written to convey information, explanation, and points of view.
Disciplinary Literacy	Students read, write, and speak about discipline-related topics to build content knowledge. In the early grades, students read informational texts that include historical, scientific, and technical texts to prepare for the demands of reading discipline-specific texts in later grades. At grades 6-12, students grapple with discipline-specific complex texts that deepen their understanding of a topic and develop an understanding of the norms and conventions of each discipline; they demonstrate mastery by applying that knowledge when writing or speaking.
Close Reading	Students should read and reread texts of sufficient complexity to draw meaning from them. After students fully understand the text, they will be able to make appropriate connections and/or comparisons to other texts. For younger students or those needing additional help, the first reading of a text may be done by the teacher.
Text-dependent Questions	To gain deeper understanding of a text, students respond to high-quality questions about its content, structure, and language, including questions that ask students to make inferences and draw conclusions based on textual evidence. At least 80%-90% of questions about a text should be text-dependent.
General Academic and Domain-specific Vocabulary	Students acquire general academic vocabulary (Tier Two words) to comprehend complex texts that cross disciplines and domain-specific vocabulary (Tier Three words) that enables students to comprehend language specific to a discipline. Students demonstrate mastery by using both types of vocabulary when speaking and writing.
Argumentative Writing	Throughout the school day, all students write about topics or texts, some of which have differing viewpoints. In grades K-5, 30% of student writing should be writing opinions. In grades 6-8, 35% of student writing should be writing arguments in which they support claims with reasons and evidence. In grades 9-12, 40% of student writing should be well-developed arguments.
Short and Sustained Research Projects	Students conduct research, both short and long term, in which they synthesize information from many sources, construct knowledge, use technology when appropriate, and present findings in a variety of formats.

Understanding the Big Shifts in the Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Alignment of Arkansas's Big Shifts to PARCC's Key Instructional Shifts

*PARCC's Key Instructional Shifts	Arkansas's Big Shifts
COMPLEXITY Regular practice with **complex text** and its **academic vocabulary**	• Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • General Academic and Domain-specific Vocabulary
EVIDENCE Reading and writing grounded in **evidence from text**	• Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Argumentative Writing • Short and Sustained Research Projects
KNOWLEDGE **Building knowledge** through **content-rich nonfiction** and **informational texts**	• Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Short and Sustained Research Projects

*For more information on PARCC's Key Instructional Shifts, see *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool, p. 6,* at http://www.parcconline.org/sites/parcc/files/CCSS%20rubric%20and%20state%20planning%20tool%20-%203%202%2012.pdf.

Students Who are College and Career Ready
in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Shanahan Article Excerpt (Slide 14)

Harvard Educational Review

Spring 2008 Issue

"Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy"

*"In this article, Timothy and Cynthia Shanahan argue that "disciplinary literacy" — advanced literacy instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. Moving beyond the oft-cited "every teacher a teacher of reading" philosophy that has historically frustrated secondary content-area teachers, the Shanahans present data collected during the first two years of a study on disciplinary literacy that reveal how content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and secondary teachers in this study recommend different comprehension strategies for work with adolescents. This study not only has implications for which comprehension strategies might best fit particular disciplinary reading tasks, but also suggests how students may be best prepared for **the reading, writing, and thinking required by advanced disciplinary coursework***" (italicized preface of document, page 40).

CCSS
INSTRUCTIONAL
PRACTICE GUIDE

ELA/Literacy · K-2 · 3-12

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1. Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED
	Notes:
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	1 → 2 → 3 → 4 There is no text under consideration in this lesson. → A text (or multiple texts) is directly addressed in this lesson.
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	1 → 2 → 3 → 4 The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. → The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
C. The text(s) are clear and build knowledge relevant to the content being studied.	1 → 2 → 3 → 4 The quality of the text(s) is low – they are unclear and are not relevant to the content being studied. → The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS

EVIDENCE OBSERVED OR GATHERED

A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

1	2	3	4
Questions and tasks do not refer directly to the text and instead elicit opinion answers.		Questions and tasks repeatedly return students to the text to build understanding.	

B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.

1	2	3	4
Questions and tasks can be answered without reference to evidence from the text or data.		Questions and tasks require students to cite evidence from the text or data.	

C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.

1	2	3	4
Questions and tasks do not explicitly require use of academic or domain-specific language.		Questions and tasks intentionally support students in developing facility with academic and domain-specific language.	

D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.

1	2	3	4
Questions do not follow a clear sequence or are all at the same level of depth.		Questions are sequenced to support and challenge students in deep examination of the text.	

Notes:

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED			
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	1	2	3	4
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1	2	3	4
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1	2	3	4
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1	2	3	4

Notes:

Scale:
1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

A Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2: The Classroom Environment

a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 3: Instruction

a. Communicating with Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 1: Planning and Preparations

a. Knowledge of Content and Pedagogy
  - Standards/Pacing Guides with notations
  - Task Analysis of Prerequisite Skills
  - Research Articles on Content & Pedagogical Approaches
  - Lesson Plans
  - Units of Study
  - Pre-Conference

b. Knowledge of Students
  - Data Analysis/Test Scores/Data Notebook
  - Child Development Research
  - Child Development Charts
  - Student Learning Profiles
  - Surveys and Inventories (interest, learning styles, etc.)
  - Assessments (reading, language, content, etc.)
  - IEPs, AIPs, 504 Modification Plans
  - Pre-Conference

c. Selecting Instructional Outcomes
  - Standards/Goals/Pacing Guides
  - Matrix or Spreadsheet for Tracking Different Instruction
  - Units of Study
  - IEPs, Modification Plans
  - Differentiation Plan

d. Knowledge of Resources
  - Internet Usage Report/Log
  - Virtual Tours Report/Log
  - Sign-in Computer Lab
  - In-class Library Listing
  - Guest Speaker & Guests Log
  - Parent Partner List
  - Resource Log

e. Designing Coherent Instruction
  - Lesson Plans
  - Units of Study
  - Pacing Guides/Instructional Maps
  - Modification Plans
  - Grouping Matrix

f. Designing Student Assessments
  - Lesson Plans
  - Example Assessments
  - Rubrics
  - Checklists
  - Modification Plans
  - Self-Assessment and Peer-Assessment Instruments
  - Assessment Matrix
  - Various Formative Assessments
  - Student Progress Template

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 2: Classroom Environment

a. Creating Environment of Respect and Rapport
   - Action Plan
   - Respect Worksheets/Activities
   - Lesson Plans with Activities that Reflect Students' Interest

b. Establishing a Culture for Learning
   - Mission Statement
   - Class Motto
   - Norms/Rules
   - Student Assignment Revision Checklist
   - Peer Review Worksheet
   - Student Incentives
   - Performance Management/Action Planning and Reflection
   - Lesson Plans

c. Managing Classroom Procedures
   - Rubric for Working as a Group
   - Grouping Plan
   - Classroom Transition Plan
   - Materials and Supplies Management Plan
   - Homework Policy/Plan/Procedures/Folder
   - Teaching Routine Checklist
   - Procedure/Routine for Non-Instructional (Poster or Checklist)
   - Volunteer/Para-Professional Check-in/Sign-in
   - Volunteer/Para-Professional Agenda/Plan/Activities

d. Managing Student Behavior
   - Behavior Management Plan
   - Posted Rules/Norms
   - Code of Conduct
   - Office Referrals
   - Parent Contact Log with Notations of Behaviors
   - Student Behavior Checklists

e. Organizing Physical Space
   - Safety Checklist
   - Drawing of Room Arrangement

TEACHER EXCELLENCE AND SUPPORT SYSTEM

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 3: Instruction

a. Communicating with Students
- Lesson Plans
- Units of Study
- Graphic Organizers
- Expectations for Learning Charts
- Printed Directions and Procedures
- Modification Plans
- Examples of Student Presentations/Plans
- Teacher's Peer-Review Report/Feedback

b. Using Questions & Discussion Techniques
- Lesson Plans
- List of Questions for each Lesson
- Examples of Student Questions
- Self-Assessment of Questioning Strategies Checklist/Template
- Norms/Guidelines for Student Discussion/Participation
- Discussion Rubric
- Student Participation Checklist
- Units of Study

c. Engaging Students in Learning
- Lesson Plans
- Differentiation Plan
- Assignments (Problem-based, Enrichment, Differentiated, Extension)
- Learning Contracts
- Student Engagement Checklist
- Alternative Project Proposal
- Grouping Plan
- Units of Study

d. Using Assessment in Instruction
- Printed Assessment Criteria
- Student-made Assessment Example(s)
- Examples of Variety of Assessments (Formative & Summative)
- Rubrics
- Self-Reflection/Assessment Instrument
- Examples of Written Feedback to Students
- Exit Tickets
- Lesson Plans
- Units of Study

e. Demonstrating Flexibility and Responsiveness
- Lesson Plans
- KWL
- Rewards/Incentives
- Teacher and/or Peer Observation Form

AR Teacher Excellence Support System

EXAMPLES of ARTIFACTS

Note: This is a brainstormed list of possible artifacts. Teachers should use artifacts that are reflective of their own work. The following are examples ONLY and not meant to provide an exhaustive list.

Domain 4: Professional Responsibility

a. Reflecting on Teaching
  - Post-Conference
  - Lesson Reflection Questionnaire
  - Learning Logs
  - Action Planning and Reflection Chart
  - Lesson Plans

b. Maintaining Accurate Records
  - Grades (hard copy and on-line)
  - Attendance Log
  - Assignment Checklist/Log
  - Homework Record
  - Student Progress Report
  - Report Cards
  - Permission Slips
  - Health Records/Requirements
  - Student Profile
  - Student Portfolios
  - Field Trip Brochure/Maps/Bus Information, Etc.
  - Volunteer File
  - Behavior Contracts
  - Notes Sent and Received from Home

c. Communicating with Families
  - Contact Log
  - Web Site
  - Notes Sent and Received from Home
  - Newsletters
  - Syllabus
  - Parent/Teacher Conference Record
  - Parent Night Sign-in and Agenda

d. Participating in a Professional Community
  - PLC Meeting Agendas/Minutes
  - Grade-Level or Content Meeting Agendas/Minutes
  - Study Group
  - Agendas/Assignments
  - School Project
  - Pictures/Plan/Outcomes
  - Portfolio of School-Related Participation
  - Teacher-Facilitated Professional Development
  - Profession Community Log

e. Growing and Developing Professionally
  - Course Work Syllabus, Certificate and/or Transcript
  - Professional Development Log/Printout/Certificates
  - Individual Professional Growth Plan
  - Research Material Folder

f. Showing Professionalism
  - Department Chair Verification
  - Committee Chair Verification
  - List of Tutors

WHAT TESS LOOKS LIKE IN P.E. CLASS

1a - Demonstrating Knowledge of Content and Pedagogy

- The teacher can identify important concepts in the discipline, and their relationship to one another. For example, why teaching the concept of *force* is important when teaching a serve in volleyball.
- Teacher plans instructions that scaffold skills and concepts to build student understanding based on students' prior knowledge of the concepts and skills. Teacher can relate the skills and concepts of the discipline to other skills and concepts within the discipline. For example, the relationship between a basketball dribble and the soccer dribble.
- Teacher selects appropriate strategies to engage students in the content that align with the concepts being taught and include alternative strategies within the lesson to meet the needs of all students. The teacher is open to trying new strategies to help students understand the content.

1b - Demonstrating Knowledge of Students

- Teacher plans lessons that are developmentally appropriate for the age level and includes activities and experiences that meet the needs of the age group.
- Teacher understands typical developmental characteristics of the age group and recognizes and makes adjustments necessary when there are exceptions. Adjustments might include pace of lesson, adaptations to equipment or rules, and/or use of visuals to assist in understanding concepts.
- Teacher has identified "high", "medium", and "low" cognitive and/or motor skill groups in the class. Teacher is aware of the different cultures and interests in the class and incorporates this knowledge in planning the lesson.

1c - Setting Instructional Outcomes

- Outcomes are suitable to groups of student in the class, differentiated when necessary.
- Outcomes represent high expectations that are related to the "big ideas" of the discipline and are written in terms of what the student will *learn* rather than *do*. For example: *the students will learn the proper mechanics of the overhand tennis serve. This skill is necessary in order to participate in a game of tennis.*
- Outcomes reflect different *types* of learning: factual, conceptual, reasoning, social, management, and communication.

1d - Demonstrating Knowledge of Resources

- Equipment is chosen to accommodate a variety of developmental levels such as using beach balls and/or Volleyball Trainers for teaching volley ball skills to younger or less skilled students.
- Instruction is supplemented with internet resources and/or guest speakers. For example, using a video clip from YouTube to demonstrate what a Double Dutch jump rope routine might look like or bring in older students to demonstrate and help provide feedback.
- Technology is integrated into the lesson in a meaningful way such as using heart rate monitors of pulse sticks when teaching the concept of *exercise intensity*.
- Teacher makes students aware of opportunities to be active outside of the school setting such as through youth programs, community recreation centers, etc.
- Teacher pursues opportunities to expand knowledge through professional learning groups, organizations, publications and universities.

1e - Designing Coherent Instruction

- Learning activities are matched to instructional outcomes and promote higher-level thinking – thinking that prompts students to ask *why, when, and how* - For example, "*why did the ball go in that direction? What form elements impact the direction of flight of the ball*?"
- The plan for the lesson or unit is well structured with reasonable time allocations.
- Teacher provides a variety of appropriately challenging materials and resources and groups student accordingly to maximize learning and build on student strengths and previous knowledge.

1f - Designing Student Assessment

- Assessment criteria and rubrics are clear and may be posted.
- Teacher uses formative assessment observations to determine which students need to be challenged and which students have misunderstandings.
- Though the teacher plans to give a written test to most students, he/she may choose to give the test on games strategies verbally to a student who struggles with writing.

2a - Creating an Environment of Respect and Rapport

- Teacher addresses students by name and when appropriate gets down on the same level as the student when working with them.
- Students are attentive to what the teacher is saying.
- Teacher and students use courtesies such as *please/thank you, excuse me"* when addressing each other.

2b - Establishing a Culture for Learning

- Teacher communicates the importance of learning the skill(s) and concepts of the lesson. For example: "*It is important to learn how to dribble the ball with the correct amount of force so that we don't lose control of the ball"*.
- Teacher demonstrates a high regard for student abilities and conveys an expectation of high levels of student effort. For example: "*this may be hard at first but with practice you all will be able to serve the ball over the net"*.
- When asked, students can show/tell what the critical attributes of the lesson are, and recognize their own progress and that of others. For example, when asked what the critical attributes or *cues* are for a chest pass are, the student will respond *"elbows out – step – push"*.

2c - Managing Classroom Procedures

- Teacher has an effective and efficient routine for taking attendance and dealing with other *housekeeping* details such as handing out or collecting materials such as homework, task cards, written tests and journals.
- Teacher has an established routine for creating groups and getting/returning equipment and when appropriate, uses a *timing* technique such as a countdown to signal students to be *ready*.
- Students understand their roles and responsibilities when working in small groups such as establishing roles and/or *"order of go"* and ensuring the group has adequate space for the activity to be done successfully and safely.

2d - Managing Student Behavior

- The teacher moves to every section of the gym, constantly monitoring student behavior.
- Students respond to non-verbal signals from the teacher.
- Standards of conduct appear to have been established. For example, rules have been posted in the room and/or teacher asks student *"what is our rule about finding a partner?"* and student gives correct response.
- Teacher uses a respectful yet effective tone of voice when addressing misbehavior.

2e - Organizing Physical Space

- The gym area is free of obstacles and walls and poles are padded when appropriate.
- Spacing of students is appropriately safe for the activity. For example, students have sufficient space in which to turn their jump rope without endangering other students.
- When able, teacher adjusts the height of the baskets to appropriately accommodate the students.

3a - Communicating With Students

- Teacher communicates clearly the purpose of the lesson – why the learning of the skill or concept is important, and any critical attributes (teaching cues), and links the lesson to previous learning such as when teaching weight transfer in tennis *"just like we did when learning to throw a football"*.
- Teacher explains the drill or activity in multiple ways, using auditory, visual, and kinesthetic approaches. Teacher makes no content errors, using vocabulary and correct vocabulary that is appropriate to the student's age and level of development.
- Teachers' explanations are clear and invite student participation and thinking.
- It is clear that the students are on task and focused on performing the skills to the best of their ability and recognize their own progress and that of others. For example, when asked if they improved during the lesson a student might respond *"Yes, I could not serve over the net at first but now I can!"*

3b Using Questioning/Prompts and Discussions

- Teacher uses a variety of techniques to ask high quality questions and gives adequate wait time for students to respond and before giving own response or calling on another student. For example, when teaching the concept of *intensity*, the teacher may ask the students to perform three different activities and check their pulse after 1 minute of each one. The teacher may then ask *"Which activity did you find to be more intense? How do you know?"*
- Teacher aims for questioning and discussion among students by regularly inviting students to respond to other students' comments or to ask questions of other students. For example *"Talk to your partner about ways you might increase the intensity of one of these activities."*
- Teacher keeps questions focused and on topic, monitoring the quality and quantity of student contributions and elicits participation using a variety of sensory modes (verbal, kinesthetic, and spatial).
- Teacher posts questions where students can respond on own time.

3c - Engaging Students in Learning

- Teacher adjusts the pace of the lesson provides students the time needed to be intellectually engaged.
- Activities clearly appear relevant to the learning goals and developmentally appropriate for these particular students.
- Students are grouped in ways that enhance learning and student interest and peer coaching is incorporated when appropriate.
- The teacher uses modified rules or equipment to ensure the success of the students. Students are often allowed choices of equipment or levels of play as a means to challenge themselves.

3d - Using Assessment in Instruction

- Teacher circulates around the gym and offers suggestions/corrections that lead to improved student performance.
- Students know what the learning objectives and performance criteria are and are aware when they are successful.
- Teacher use a specifically-formulated question to elicit evidence of student learning. For example, *"what part of your hand should you use to dribble the ball?" "My fingertips."*
- Students use a written or verbal check list to self-assess progress in skill development.

3e - Demonstrating Flexibility and Responsiveness

- When necessary, the teacher makes adjustments to the lesson to enhance understanding.
- The teacher is able to provide alternative approaches to try students experience difficulty. For example, the student might be encouraged to stand closer to the net in order to successfully get a serve over the net.
- Teacher identifies students most at risk for learning difficulties in each lesson and uses multiple strategies and resources to accommodate student learning difficulties.

4a - Reflecting on Teaching

- Teacher assesses the results/success of the instructional activities by asking him/herself: *"Were the learning goals met?" "Did student responses to questions indicate understanding?" "Were student groupings appropriate for the tasks?" "Was student behavior appropriate?"*
- Teacher makes a few specific suggestions about what to try next time they teach the lesson. These might include changes in groupings, lesson pace, equipment, questions asked, etc.

4b - Using Multiple Student Data to Modify Instruction and Improve Student Learning

- Teacher uses a clipboard or technical device (palm, computer notebook) to record student progress during formative assessment.
- Teacher's system effectively tracks student progress toward learning goals.
- Teacher can readily access assessment information for students and parents.
- Teacher has a system for checking out equipment. For example, the teacher uses a spreadsheet to check out and track pedometers used during class or outside of the PE classroom.

4c - Communicating With Families

- Teacher maintains a website or sends home a newsletter providing parents with information about the PE program.
- Teacher contacts parent/guardian with concerns regarding skill performance, participation and or behavior.
- Teacher may send home *at home practice* ideas, information about an upcoming *Fun Run*, or invitations to a *Family Activity Night.*
- When appropriate, communications are provided in *home languages* and activities are planned for times that do not conflict with cultural holidays, etc.

4d - Participating in a Professional Community

- Teacher regularly participates in department meetings, sharing ideas and strategies for improving student learning.
- Teacher volunteers to participate on a building/district committee.
- Teacher volunteers to participate in school/district events such as curriculum night or ice cream social, and heads the school-wide family activity night and/or leads an activity at the district wellness fair.

4e - Growing and Developing Professionally

- Teacher seeks out and participates in professional conferences, workshops, classes; and shares new information with colleagues.
- Teacher regularly visits professional websites such as AAHPERD/NASPE and PECentral to access resources that will enhance the learning of his/her students.
- Teacher invites colleagues into the gym to observe a 4th grade tennis lesson for the purpose of obtaining insight from their feedback.
- Teacher readily shares with a new PE teacher his/her progression for teaching jump rope skills to primary age students.
-

4f - Showing Professionalism

- Teacher is trusted by his/her regular classroom colleagues to keep confident information shared about a particular student.
- Teacher notices significant developmental delays when a student moves around the gym; he/she calls in the physical therapist to observe this student and make recommendations for further intervention strategies.
- When asked to add a new unit such as lacrosse to his/her program, the teacher seeks the knowledge to provide adequate instruction in this activity to the students.
- Teacher learns to use the district's new fitness recording program, such as FitnessGram or Welnet.

**Common Core State Standards for Technical Subjects   Literacy: K-12 Close Reading Task**

Text grade band placement:	
Text	**Text Complexity Analysis**
Title: **Author:** **Citation/Publication info:** **Link:**	**Quantitative:**
	Qualitative:
	Reader and Task:
ELA/Literacy Common Core Standards addressed by task	

What key insights should students take from this text?		
After completing this activity students should understand:		
Text-Dependent Questions		
Writing Mode	**Writing Prompt**	

Scaffolding and support for special education students, English language learners, and struggling readers:

How this task supports the content standards for relevant subject area courses in this grade band:

Basketball
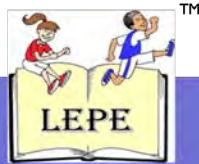
LEPE

Literature Enhanced Physical Education

How many **players** are on the court at one time?

10 Players
5 players for each team

The game **begins** with:

A. Foul shot
B. Free Throw
C. Jump Ball
D. Jump shot

C. Jump Ball

What are **two** ways that a player can **advance** the ball?

The basketball can either be **dribbled** or **passed**.

Once a player **stops dribbling**, what can he/she do?

      A. Pass the ball
      B. Shoot the ball
      C. Pivot
      D. All of the above

Once a player stops dribbling, he/she can
pass, **shoot** or **pivot** with the ball.

D. All of the Above

What is a **traveling** violation?

Traveling is when a player **moves without dribbling** the ball.

The violation **double dribble** is called when which of the following occurs?

    A. A player stops and then restarts dribbling
    B. Dribbles with two hands on the ball
    C. Runs without dribbling the ball
    D. Both A and B

D. **Both A and B**

What happens when the ball goes **out of bounds**?

The team that touched the ball last loses possession and the **opposing team** will **inbound** the ball from the spot that it went out of play.

If the ball hits the **line,** is it **in or out** of bounds?

If the ball hits the line the ball is **out** of bounds.

Where is a **free throw** shot from?

A. Baseline
B. Sideline
C. Foul line
D. Center court

C. **Foul line**

What line on the court represents the **foul line**?

Foul line

B.
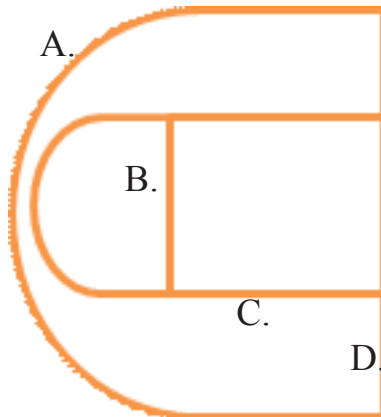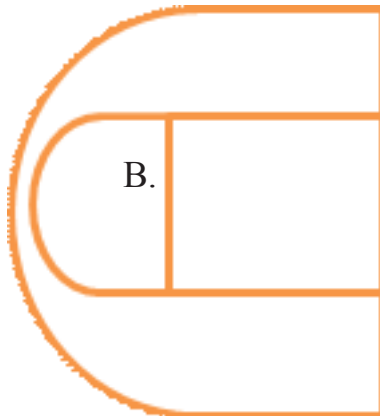
A **free throw** is worth how many points?

1 point

What line on the court represents the **arc**?

A.

B.

C.

D.

The Arc

A.
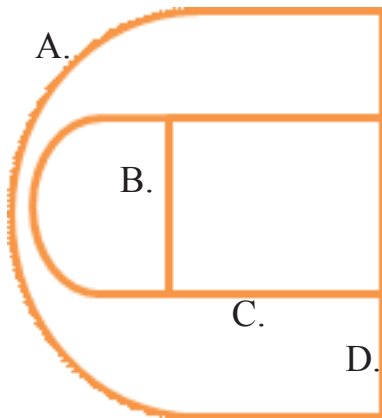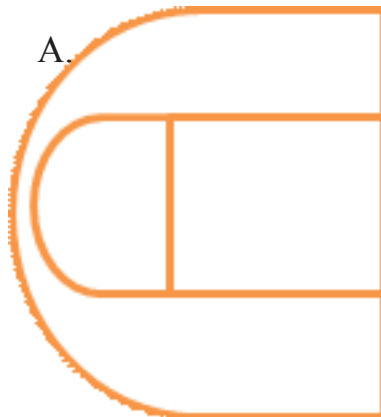
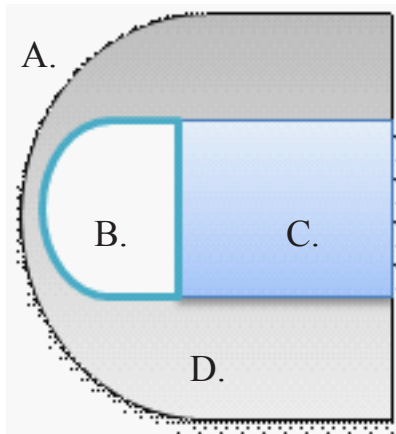How many points is a **field goal** worth
if it is shot **inside** the **arc**?

2 points

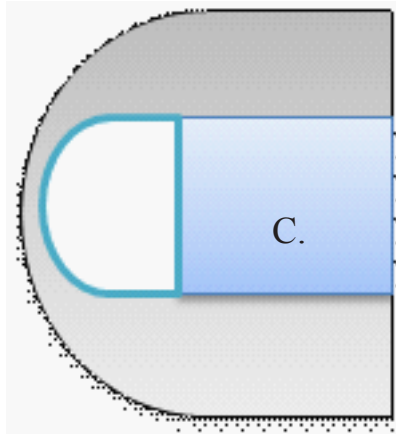How many **points** is a field goal worth if it is shot from **behind** the **arc**?

3 Points

Which area represents the key?

The Key

How long can an offensive player stand in the **key**?

An offensive player can stand in the key
for less than **3 seconds.**

What **infraction** is called by the referee when a player has **illegal contact** with another player?

A. Traveling

B. Double Dribble

C. Jump Ball

D. Personal Foul

D. **Personal Foul**

True or False

Fouls can be called on players both **with and without** the basketball.

True

If a player is **fouled** in the act of **shooting**
and it **does not** go in the basket,
how many free throws are taken?

2 free throws if it was a **2 pt.shot**

3 free throws if it was a **3 pt. shot**

If a player makes the shot while getting **fouled** how many free throw does the player get?

The player will receive **one free throw**.

What happens if a player is **fouled** but is **not** in the act of **shooting**?

The player's team will get **possession** and **inbound** the ball from the sideline.

Unless the fouling team has more than **6 fouls**. Then the player will shoot **one and one**.

What does it mean to be shooting **one and one**?

One and one means that the **7 fouls** have been committed by a team. The opposing team gets to shoot a free throw. If the free throw is made, then another free throw is taken.

How many **fouls** can one player have before they **foul out** of the game?

A. 2
B. 3
C. 4
D. 5

D. **5**

What is a **rebound**?

A **rebound** is when a player **recovers** the ball **after a shot** has been taken.

Triple threat position prepares a player to do which three skills?

A player can **pass, shoot or dribble** out of a triple threat position.

What is a **assist**?

A **assist** occurs when a player **passes**
the ball to a teammate and
it **leads directly to a basket**.

DISCOVER YOUR OWN
NATURAL HIGH CELEBRITY STUDY

DIRECTIONS: Chose a celebrity from one of the videos.   Answer the following questions about that celebrity. Put the name of the person you are studying in the blanks provided.

1 Name of celebrity: _____

_____ 's natural high is: _____ .

2 What childhood experiences influenced the celebrity you have chosen?

3 What do you already know about the natural high of _____?
(Do this before your research.)

_____

4 List two questions that you have about _____ and put those questions here:
(Research the answers to the questions that you wrote yourself.)

First Question:

Answer:

Second Question:

Answer:

NATURAL HIGH

THE SCIENCE OF NATURAL HIGHS
NATURAL HIGH CHART

NATURAL HIGH (NH)	HOW TO ACHIEVE THE NH	FEELINGS ASSOCIATED WITH THE NH	NEUROCHEMICAL(S) ASSOCIATED WITH THE NH
Laughing	Hanging out with friends; Watching funny movies and/or stand-up comedy	Euphoria; Happiness; Sense of well-being	Dopamine; Norepinephrine; Serotonin
Running	Distance running; Surfing; Biking; Skiing; any activity that significantly elevates heart rate	Euphoria; Calm; Focused; Reduced pain sensation; Sense of power	Opiates; Endorphins; Acetylcholine
Eating	Cooking 'slow food' at home or eating at a well-known restaurant – preferably with loved ones	Calm; Happiness; Reduced hunger pains	Dopamine; Serotonin
Helping	Volunteering your time to those in need; Donating money to good causes	Happiness; Sense of connection to others	Oxytocin; Dopamine
Loving	Spending time with family, friends or romantic partners; Becoming immersed in an activity you're passionate about	Euphoria; Warm feelings; Happiness; Sense of connection to others; Sense of well-being	Oxytocin; Dopamine; Norepinephrine; Serotonin
Creating Your Own	Varies (e.g., Meditating, Creating art; Outdoor activities)	Varies (e.g., Meditating produces a sense of calm / sense of being at peace with the world)	Varies (e.g., Meditating increases serotonin levels)

Table created by Matt Bellace, Ph.D., author of A Better High

NATURAL HIGH

PROJECT: SHARE YOUR
NATURAL HIGH

Assignment: Create an individual project around your natural high. You may choose from the following media:

- *Video (3-5 minutes)*
- *Power Point Presentation (8-12 slides)*
- *Speech (3-5 minutes)*
- *Creative Story or Essay (2-3 pages)*
- *Collage or Poster*

Your project should include the following elements in any order:

- Information about you and your natural high.
- How did you discover your natural high?
- Who have been your role models and positive influences related to your natural high?
- How does your natural high make you feel?
- Why do you choose to live naturally high?

OPTIONAL: *If you make a video, feel free to interview parents or other adult influences who can talk about your natural high.*

NATURAL HIGH

DISCOVER YOUR OWN
NATURAL HIGH

DIRECTIONS: Use the three steps below to identify your own natural high. Remember, a natural high is any activity, art form or sport that you love to do and does not involve drugs or alcohol.

1 Below is a list of activities. Circle the ones you like to do or would like to do.

Track and Field	Archery	Acting	Basketball
Bowling	Painting	Volunteer work	Shopping
Rock Climbing	Crafts/Hobbies/Beads	Singing	Debate
Skateboarding	Religion/Prayer	Pets/Animals	Speech/Public Speaking
Doing magic tricks	Golf	Listening to music	Comedy
Hunting	Drawing	Dance	Scuba Diving/Snorkeling
Surfing	Knitting	Playing an instrument	Nature Walks/Hiking
Hanging out with friends	A school club	Horseback riding	Computers
Camping/Being Outdoors	Tennis	Playing in a band	Science/Math
Fishing	Quilting	Football	Reading
Sailing	Comic books	Clay or Pottery	Skiing/Snowboarding
Cooking/Baking	Recycling	Lacrosse	Writing fiction/Poetry
Sewing	Swimming	Gardening/Farming	Volleyball
Baby-sitting	Photography	Soccer	Other:

2 List 3-5 of the circled activities. If you see an activity that you have never tried and that still interests you, put a star (*) by that activity.   * = "I want to try this!"

1.

2.

3.

4.

5.

NATURAL HIGH

3 Research your "I want to try this!" activity(s). Is the activity available near you? Does this activity involve spending money?

4 Pick 1-2 two main natural highs you would like to develop and are available near you. List them here and explain why they interest you:

1.

2.

NATURAL HIGH

RESEARCH YOUR
NATURAL HIGH

*Your #1 natural high:*_____

Research your natural high by looking for the following information:

1 Who? (Who are other people that share this natural high?)

2 What? (What else did you learn about your natural high? What makes your natural high so fun and unique?)

3 When? (When can you plan to experience your natural high? What seasons of the year? How soon in your life? Today?)

4 Where? (Where can you experience your natural high?)

5 Why? (Why is your natural high important to you?)

6 How much? (How much does your natural high cost?   Are there ways to save money?)

NATURAL HIGH

Your #2 natural high: _____

Research your natural high by looking for the following information:

1 Who? (Who are other people that share this natural high?)

2 What? (What else did you learn about your natural high? What makes your natural high so fun and unique?)

3 When? (When can you plan to experience your natural high? What seasons of the year? How soon in your life? Today?)

4 Where? (Where can you experience your natural high?)

5 Why? (Why is your natural high important to you?)

6 How much? (How much does your natural high cost?   Are there ways to save money?)

NATURAL HIGH

Seven Ideas to Promote Reading Related to Health and P.E.

- Keep a list of "good reads" about sports or fitness

- Post a funny or inspiring passage about health or sports

- Work with the library/media specialist to compile a list of books on sports, fitness and health

- Display clippings from newspapers, magazines, etc., relevant to fitness and health

- Display reviews of computer games relevant to sports or fitness

- Display trivia questions about health, fitness, or sports, with hints on where to find the answers

- Display pictures of sports movements with an explanation written by students

Football

The American type of football was developed in the 19th century from soccer and rugby football. Played by professionals, amateurs, college, high school, or young children, football in America is one of the most popular sports. It attracts millions of fans each fall and people are very supportive of their favorite teams.   The origin or beginning of football may have been a game played by the ancient Greeks called harpaston. In this game, there was no limit to the number of players. The ball was kicked, thrown, or run by the players and the object was to move a ball across a goal by kicking.

The football playing field of today is rectangular in shape and measures 100 yards long and 53.5 yards wide. White lines are painted on the playing field to mark off the distances to the end zone. The game is divided into four quarters, each fifteen minutes long. The first two quarters are known as the first half. There is a rest period between the two halves which usually lasts about fifteen minutes.

Each team has eleven players. Each team has offensive players (play when the team has possession of the ball) and defensive players (play when the other team has possession of the ball). Players are required to wear protective equipment to help keep the body safe during the game. Helmets are worn to protect the head and face area. Pads are worn to protect the shoulders, arms, and legs. Protective equipment must be worn because of the body contact players have during the game.

Officials supervise the game and are considered to be very important to the game of football. They carry whistles and flags and make certain that the rules of the game are followed during the game.

The football is made of leather and is brown in color. It is shaped much like an oval and has white rings near each end of the football. These rings help the players see the ball when it is thrown or someone is running with it. The eight stitches on the top of the football help players to grip or hold the ball when throwing or passing.

The most famous football game of the year is the Super Bowl that is played in January or February. It is televised around the world and is watched by millions of people each year.

ANSWER EACH OF THE FOLLOWING:

1. What is the most famous football game each year?
   a. the Georgia-Florida game   b. the Super Bowl
   c. the Alabama-Auburn game   d. the Army-Navy game

2. What shape is the football?
   a. rectangular   b. circle
   c. triangle   d. oval

3. Why are there white rings on each end of the football?
   a. to help players see the ball   b. to make it look nice
   c. to help players score   d. to help players run

4. Why do players need protective equipment during the game?
   a. to make their uniforms fit   b. to keep the body safe
   c. to see the ball   d. to make touchdowns

5. Who plays American football?
   a. professional players   b. college players
   c. high school players   d. all of these

6. What do officials do during the game of football?
   a. watch the game   b. take up tickets
   c. make sure the rules are followed   d. kick the ball

7. Which of the following is NOT true?
   a. The football field is rectangular in shape.
   b. The field measures 100 yards long and 53.5 yards wide.
   c. The white lines are used to keep players safe.
   d. The rest period between at the half lasts about fifteen minutes.

8. The word grip means to _____.
   a. hold tightly   b. score during the game
   c. end zone   d. supervise the game

Football

LEPE

Literature Enhanced Physical Education

How many football players are on the field for one team during a game?

Eleven
(11)

A football game **starts** with which of the following?

A. Jump ball
B. Kick off
C. Field Goal
D. Touch back

A Kickoff
Who kicks the ball off is decided by a coin toss
before the game begins.

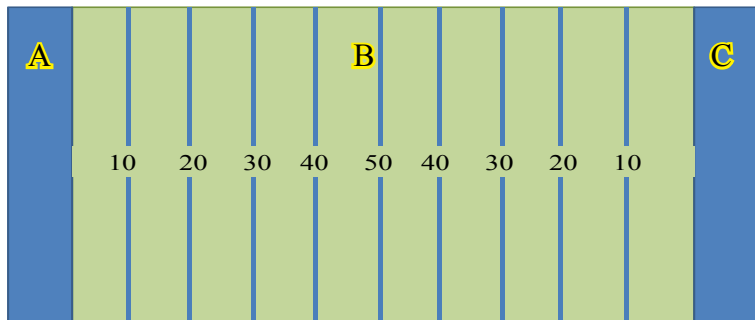Which team is trying to **score,** the team on offense or defense?

The team that is trying to **score** is on **offense**.

Does the **quarterback** play offense or defense?

Offense

Where are the end zones on a football field?
A, B, or C

A and C are **end zones**.
When a team gets the ball into the opposing team's
end zone they score a **touchdown**.

How many **points** is a **touchdown** worth?

A **touchdown** is worth **6 points**.

After a team scores a touchdown, they can score extra points. What **two ways** can **extra points** be scored?

One extra point can be scored by kicking the
ball through the uprights.

Two points can be scored by running or
throwing the ball into the end zone.

When a team is playing offense, they get **four tries** to move the ball **ten yards** on their way to scoring a touchdown. What football term is used to describe each try?

A. A fumble
B. A snap
C. A down
D. A run

C. A **down**

If the team is able to move the ball **ten yards** in
four downs, they are awarded a **first down** and get
four more tries.

If the offensive team can not score a touchdown in their four downs the other team gets the ball. However, the offensive team may try to kick a field goal if they don't think they can make a touchdown.
How many **points** does the team get if they are able to kick the ball through the uprights for a **field goal**?

A team gets **three points** for kicking a **field goal**.

When the offensive team tries to move the ball they run a play. What are **two types** of **plays**?

        A. Running
        B. Passing
        C. Walking
        D. Serving

A. **Running**
B. **Passing**

The quarterback can **throw** the ball to which **player**?

    A. Tackle
    B. Center
    C. Receiver
    D. Lineman

C. Receiver

The quarterback can only throw to receivers and running backs.

What is the football term for when the quarterback throws the ball and it is **not** caught by the receiver?

When a thrown ball is **not caught** it is called an **incomplete pass**.

What is the football term for a thrown ball that is **caught** by a **defensive** player?

        A. A fumble
        B. A completed pass
        C. An incomplete pass
        D. An interception

D. An interception

When the defensive team intercepts a pass they get the ball and become the offense.

What is the football term for when a player has possession of the ball and **drops** it?

When a player drops the ball it is called a **fumble**.

The team that recovers the fumble gets control of the ball and either becomes or remains on offense.

Which player **snaps** the ball to the quarterback?

      A. Center
      B. Receiver
      C. Running back
      D. Coach

A. **Center**

The center lifts the ball or **snaps** the ball to the quarterback between his legs.

Which football term describes when the player with the ball is **knocked to the ground**?

A. Blocked
B. Intercepted
C. Tackled
D. Fumbled

C. Tackled

When a player is **tackled** they are said to be **down**
and the play is over.

What is the name of the **imaginary line** that the ball is placed on to mark where a **play started**?

The **line of scrimmage** is an imaginary line that separates the two teams at the beginning of each play.

The line is determined by where the ball is downed at the end of a play and determines where the next play starts.

The quarterback can not throw the ball once he crosses the line of scrimmage.

If the offense doesn't believe it can score a touchdown on its fourth down and is too far away to kick a field goal, what should they do?

They should **punt** the ball.

A **punt** is an attempt to **kick** the ball as far as possible in-bounds to the other end of the field so that the other team has a long distance to travel to get a touchdown.

What is the football **penalty** called when a defensive player crosses the line of scrimmage before the ball is snapped?

A. Offside
B. Encroachment
C. False start
D. Oops

When a **defensive** player crosses the line of scrimmage before the snap it is called **offsides**.

If the player **crosses** and comes in **contact** with an offensive player it is called **encroachment**.

If an **offensive** player (other than the player in motion) **moves** prior to the snap it is called a **false start**.

When is the ball **kicked off**?

At the **beginning** of the **game**

At the **beginning** of the **second half**

After a **touchdown** or **field goal**

YOUR NATURAL HIGH AND THE FIVE SENSES
NATURAL HIGH JOURNAL *#1*

You were just asked to close your eyes and imagine your natural high using the five senses.

Now describe in detail how each of your senses is affected by your natural high: Sight, Sound, Smell, Taste, Touch.

NATURAL HIGH

NATURAL HIGH JOURNAL *#2*

Reflect on one of the natural highs mentioned on the chart: Laughing, running, eating, helping, or loving.

Choose one that you relate to and write about how it makes you feel.

NATURAL HIGH

DRUG ADDICTION
NATURAL HIGH JOURNAL #3

Drug addiction is something that has affected almost all people. If you have been affected by someone's drinking or drug use, write about it here.

Jon Sundt says, "The high that drugs give you is a rip off." Why do you think that drugs are a rip off? (Remember, you can talk to the adult facilitating this activity.)

NATURAL HIGH

LESSON PLAN
DISCOVER YOUR NATURAL HIGH

Overview

Welcome to the Discover Your Natural High lesson. This lesson focuses on the full exploration of the Natural High concept. This lesson answers the question, "What is my natural high?" for your students. It is important that students are directed to naturalhigh.org at the end of this lesson in an effort to allow them the opportunity to continue the Natural High dialogue with peers.

Time

Three 45 minute periods

1. Introduction to a natural high
2. Discover and research your natural high
3. The science of natural highs

Recommended Videos

All of the Natural High videos depict a natural high.   We suggest that you and your students select approximately five videos of your choice. It is recommended that you show the Jon Sundt story as a part of the science of natural highs section.

Goals

Students will be able to:

- Define a natural high
- Name multiple examples of natural highs
- Discover one or more of their natural highs by participating in several exploration activities
- Identify the natural highs of their friends, parents, or guardians
- Discuss how natural highs are better than artificial highs
- Research the science behind natural highs

NATURAL HIGH

Procedures

Introduction to a natural high

1. Define "natural high" with your students as: *An activity, art form, or sport that you love to do and makes you feel good- inside and out.*

2. Watch approximately five Natural High videos.

3. Ask students to choose one celebrity to study further using the Discover Your Natural High-Celebrity Study.

4. Ask your students to pair up and share their findings with each other.

   (End of first 45 minute period)

Discover and Research Your Natural High

1. Students complete the Discover Your Natural High worksheet to allow them an opportunity to explore natural highs.

2. Ask students to close their eyes and to think of their natural high. Ask them specifically, "What do you: See? Hear? Smell? Taste? Feel?"

3. When it is appropriate, direct them to Journal #1. Allow time for students to reflect and complete the entry.

4. Now allow them computer time to research their natural highs.   Ask them to research each natural high using the Research Your Natural High worksheet.

5. Reconvene the whole class (or break into small groups) and have students go around and share natural highs.

    Ask each student to share the following:

   • Top two natural highs
   • Where they learned about or how they discovered their natural high
   • Something they discovered about their natural highs by doing research

   Note: It is at this time that you, the educator, can share your own natural highs and how you discovered them. This can be a very valuable part of this lesson.

   (End of second 45 minute period)

NATURAL HIGH

The Science of Natural Highs

1. Review the definition of a natural high.

2. Ask students, *"How many of you listed laughing, eating, loving or helping others as your natural highs?"*

3. Distribute or project on your screen, The Science of Natural Highs Chart.

4. Discuss the chemicals in the brain that are related to natural highs, like dopamine, serotonin and norepinephrine. These are the same chemicals that are simulated or mimicked by synthetic drugs, such as alcohol, marijuana, ecstasy, cocaine and heroin.

Example: In cocaine, the neurotransmitters dopamine, serotonin and norepinephrine are *artificially* increased. These chemicals will eventually run out making you feel anxious and depressed.   You will be craving more and more cocaine to get the same effect. That high will not happen again.

Normal activities such as laughing, running, eating and helping others will no longer give your brain pleasure like they did before the drug use. The synthetic drug, not you, is now in control of your brain..

5. Assign Journal #2. Allow time for students to reflect and complete the entry.

6. Discuss the journal entries.

7. Define addiction.   Addiction is defined by the National Institute of Drug Abuse (NIDA) as: A chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain; they change its structure and how it works. These brain changes can be long lasting and can lead to many harmful, often self-destructive, behaviors.

In simple terms addiction is a disease.   People who are addicted to a substance will continue to use despite the harmful consequences.

8. Show the Jon Sundt video (link). This video depicts the extreme of addiction and substance abuse resulting in death and hardship on an entire family.

Note: Students could have an emotional reaction to this particular video, as can adults. Almost everyone has known someone who has been affected by addiction. This could be a good opportunity for a journal entry on how they have been affected.

9. Close this lesson with Journal #3.

(End of third 45 minute period)

10. Assign Share Your Natural High Projects as a long term assignment

NATURAL HIGH

Standards Related to this Lesson

CDC Health Standards-Center for Disease Control Health Education Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.1, 1.2, 1.3, 1.7.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.   2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.

Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.   3.1

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.   4.1, 4.4.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. 5.1, 5.4, 5.5, 5.6.

Standard 6: Students will demonstrate the ability to use goal setting skills to enhance health. 6.1, 6.2, 6.3.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks. 7.1, 7.2, 7.3.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health. 8.1, 8.2, 8.3, 8.4.

Common Core State Standards Initiative- English and Language Arts Standards Initiative/Speaking and Listening

Fifth Grade

Comprehension and Collaboration

CCSS.ELA-Literacy. SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 related topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy SL.5.1b   Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy SL.5.1d   Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy SL.5.2   Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

NATURAL HIGH

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Sixth Grade

Comprehension and Collaboration

CCSS.ELA-Literacy. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA- Literacy SL.6.1b   Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy SL.6.1d   Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

Seventh Grade

Comprehension and Collaboration

CCSS.ELA-Literacy. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy SL.7.1b   Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy SL.7.1c   Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy SL.7.1d   Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy SL 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Eighth Grade

Comprehension and Collaboration

CCSS.ELA-Literacy. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues and building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy SL.8.1b   Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

NATURAL HIGH

CCSS.ELA-Literacy SL.8.1d   Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-Literacy SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy SL.8.3   Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

References

Bellace, Matt. (2009). A Better High: A Humorous Look at Getting High Naturally, Everyday. Rockaway, NJ: Winter Oak Press.

National Institute on Drug Abuse: The Science of Drug Abuse and Addiction, November 2011 (http://www.drugabuse.gov).

NATURAL HIGH